

Teacher(s): Johnson

Subject: World History

Week of: Feb 5 – 9, 2018

Week: 24

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.	Do Now: Guided Instruction (<i>We do</i>)-Verify who owes work this unit which is needed for progress reports Opening: Focused Instruction (<i>I do</i>)- divide into groups based on Do Now; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- those ID'd in Dow Now complete work and turn in THEN / OR Collaborative Learning (<i>You do together</i>)- Review the notes sheets for the Unit Exam over WH 7,9,11 Closing: Guided Instruction (<i>We do</i>)- Quick review of possible problem areas Home Learning: Study for Unit Exam on Tuesday	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Catchup work
	Purpose: To provide the students with an opportunity to complete work due for progress report			Summative:
Tues	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics SSWH 9 Analyze change and continuity in the Renaissance and Reformation. SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- Review testing procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete Unit Exam (WH 7,9,11) AND Independent Learning (<i>You do alone</i>)- complete class work catchup; if applicable Closing: Guided Instruction (<i>We do</i>)- Which GSE gave you the most trouble and why? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Catchup work
	Purpose: To provide the students an opportunity to remediate their areas of weakness in preparation for the retest			Summative: Unit Exam
Weds	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics SSWH 9 Analyze change and continuity in the Renaissance and Reformation. SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.	Do Now: Guided Instruction (<i>We do</i>)- Prep for review of Unit test using review handouts Opening: Focused Instruction (<i>I do</i>)- Identify all areas of strengths and weaknesses on the review sheet for remediation Work Session: Guided Instruction (<i>We do</i>)- Breakdown, discuss and review the areas of weakness that will be retested on Thursday Closing: Guided Instruction (<i>We do</i>)- What were the warrior class in Japan called? Home Learning: Study for retest	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide students the opportunity to remediate their areas of weakness in preparation for Unit retest			Summative:

Thurs	Standard(s): SSWH 7 Analyze European medieval society with regard to culture. Politics, society and economics SSWH 9 Analyze change and continuity in the Renaissance and Reformation. SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- Review retest procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete Unit retest based on RTI Closing: Guided Instruction (<i>We do</i>)- How helpful were the review sheets for the test and retest? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative:
	Purpose: To allow the students to validate their remediation on areas of weakness			Summative: Unit Retest
Fri	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	MAKE UP SESSION Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 216) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve results
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.			Summative: